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1903/04

CATALOGUE

STATE NORMAL-TRAINING SCHOOL

WILLIMANTIC, CONNECTICUT

Fifteenth Year

1903–1904

1903

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CATALOGUE

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WILLIMANTIC, CONNECTICUT

Fifteenth Year

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MEMBERS

OF THE

State Board of Education

1903

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SECRETARY OF THE BOARD
CHARLES D HINE Hartford

OFFICE
Room 42 Capitol Hartford

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NORMAL SCHOOL CALENDAR, 1903–1904

		1903
School year begins	Tuesday morning	September 1
Thanksgiving recess begins	Wednesday night	November 25
Thanksgiving recess ends	Monday morning	November 30
Christmas recess begins	Thursday night	December 24
Christmas recess ends	Monday morning	January 4
		1904
First half year ends	Friday night	January 22
Second half year begins	Monday morning	January 25
Spring recess begins	Thursday night	March 31
Spring recess ends	Monday morning	April 11
School year ends	Friday	June 17

VACATION

School year begins	Tuesday morning	September 6
Thanksgiving recess begins	Wednesday night	November 23
Thanksgiving recess ends	Monday morning	November 28
Christmas recess begins	Friday night	December 23
Christmas recess ends	Monday morning	January 2

The model and training schools will observe the same calendar as the other public schools in the town.

TEACHERS

George P Phenix Principal *Psychology*	122 Windham St
Jennie E Chapin *Mathematics; Gymnastics; Writing*	333 Prospect St
*Emelene A Dunn *Drawing*	
Mabel I Jenkins *History; English*	333 Prospect St
Sarah J Walter *Methods; Training*	84 Windham St
May E Davison *Grade V*	175 North St
Eliza Graeme Graves *Kindergarten, Principal*	85 Walnut St
Jennie E Dennehy *Grade VII*	290 Prospect St
Frederick W Staebner *Science; Geography*	258 Lewiston Av
Edwin C Andrews *Grade VIII*	290 Prospect St
Anna B Griswold *Kindergarten*	10 Pearl St
Eliza A Cheyney *Grade IV*	36 Windham St
Eliza G Rawson *Librarian*	325 Prospect St
Mary A Quinn *Grade VI*	108 Prospect St
Harry Houston *Supervisor of Writing*	New Haven
Mary M Souther *Music*	84 Windham St
Lora W Lakin *Grades I, II*	58 Spring St

* On leave of absence until February, 1904

GOVERNMENT OF THE SCHOOLS

The school is conducted under the following law (General Statutes of Connecticut, Revision of 1902):

§ 2280. The state board of education shall maintain normal schools as seminaries for training teachers in the art of instructing and governing in the public schools of this state, at the places where such schools are legally established, and such sum as the state board of education may in each year deem necessary for their support, not exceeding eighty thousand dollars for the four normal schools now established, shall be annually paid therefor from the treasury of the state, on the order of said board; but the board shall not expend any money for a normal school hereafter established, until the town, city, or city school district in which said school is situated shall have agreed in writing with said board to furnish, and shall have furnished, schools, in suitable and sufficient school buildings in connection with the training department in said school, the terms of said agreement to be satisfactory to said board; and every such town, city, or city school district is hereby empowered to make and execute such agreements.

§ 2281. The number of pupils in each school shall be determined by the state board of education. Said board may make regulations governing the admission of candidates. To all pupils admitted to a normal school all its privileges, including tuition, shall be gratuitous; no persons, however, shall be entitled to these privileges until they have filed with said board a written declaration that their object in securing admission to such school is to become qualified to teach in public schools, and that they intend to teach in the public schools of this state.

§ 2282. The school officers in each town shall annually, upon request, forward to said board the names of such persons as they can recommend as suitable persons in age, character, talents, and attainments, to be received as pupils in said schools.

§ 2283. The state board of education shall expend the funds provided for the support of normal schools, appoint and remove their teachers, and make rules for their management; shall file semiannually with the comptroller, to be audited by him, a statement of the receipts and expenses on account of the normal schools, and shall annually make to the governor a report of the condition of these schools and the doings of said board in connection therewith.

§ 2284. Said board may establish and maintain model schools under permanent teachers approved by it, in which the pupils of the normal schools shall have an opportunity to practice modes of instruction and discipline.

ADMISSION

Age — All candidates must be sixteen years of age or over at the time of admission.

Testimonials — Each applicant must bring satisfactory testimonials as to character and attainments from a *teacher and also from a school visitor of the town in which the applicant resides.

Evidence of Preparation — Applicants of the prescribed age who present the required testimonials will be admitted to the school upon presentation of

(*a*) certificates of graduation from high schools offering a course of study at least three years in length, or

(*b*) evidence that they have received the equivalent of a high school education, or

(*c*) a state teachers' certificate, or

(*d*) evidence of two years' successful experience in teaching.

Applicants who desire to take a course in the normal school, but who are unable to satisfy the requirements enumerated, may be admitted to a course of not less than three years in length.

All desiring to enter should correspond with the principal as early as possible.

Intention to Teach — The object of this school is to fit young men and young women to teach successfully in the common schools of this state. All applicants must sign a written declaration that their object in securing admission to the school is to become qualified to teach in public schools, and that they intend to engage in that employment in this state.

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* Page 27 of this catalogue may be used

COURSES OF INSTRUCTION

I Three years' course
II General course
III Kindergarten training course
IV Advanced courses
V Correspondence courses for teachers

In addition to these, special courses may be arranged to meet individual cases.

I THREE YEARS' COURSE

Applicants who desire to take a course in the normal school and who are unable to satisfy the requirements (a-d) enumerated on page 7, but who are qualified in other respects, may be admitted to a course of not less than three years. The satisfactory completion of the first year of this course will admit any student to the junior class.

II GENERAL COURSE

The general course is designed to meet the requirements of those who intend to become teachers in elementary schools. This course is arranged for two years and may be completed in that time by those whose preparation for the work permits.

The course consists of

1 a study of some of the common school subjects from the teacher's standpoint

2 the study of certain subjects which should be taught in every common school, but which are often neglected

3 a study of the laws of mental activity and their relation to teaching

4 directed observation of school work

5 teaching in public schools daily for twenty weeks.

Pupils are excused from the school when the required work has been completed.

GENERAL COURSE OF STUDY

Junior class

Mathematical Geography 10 weeks 5 hours a week **Arithmetic** 20 weeks 5 hours a week	**English** 20 weeks 5 hours a week **Psychology** 20 weeks 4 hours a week	**General History** 20 weeks 4 hours a week **American History** 20 weeks 4 hours a week	**Botany** 6 weeks 5 hours a week **Mineralogy** 10 weeks 5 hours a week **Chemistry** 14 weeks 4 hours a week **Botany** 10 weeks 4 hours a week	***Drawing** 40 weeks 4 hours a week **Penmanship** 20 weeks 1 hour a week	**Physiology and Physical Training** 40 weeks 4 hours a week **Music** 40 weeks 2 hours a week

Senior class

English 20 weeks 4 hours a week	**Method** 20 weeks 5 hours a week	**Geography** 20 weeks 5 hours a week	**Physics** 20 weeks 4 hours a week	**Drawing** 20 weeks 2 hours a week **Civil Government** 20 weeks 2 hours a week	**Physiology and Physical Training** 20 weeks 4 hours a week **Music** 20 weeks 2 hours a week

Teaching in public schools daily (all day) for 20 weeks.

*Omitted from Sept. '03 to Feb. '04 and time added to other subjects

III KINDERGARTEN TRAINING COURSE

All who intend to become kindergartners should possess a thorough knowledge of the elementary English branches, and bring to the work a decided aptitude for dealing with little children.

The kindergarten training course will require two years. Normal school graduates are usually able to complete the work in one year.

No one will be admitted to the course who has not attained the age of eighteen years, and who cannot play the piano and sing.

Diplomas will be awarded to those who satisfactorily complete the course.

Members of the kindergarten training class will be required to take one year's work with students in the general course.

Every forenoon of the second year will be spent in the kindergarten in teaching, and every afternoon in special study of kindergarten work.

The following subjects are considered

The use of Froebel's gifts
Games
Literature for children
Drawing
Study of lives of educational reformers
Making plans for regular work and special plans for Thanksgiving, Christmas, Easter, and other special days
Organization

IV ADVANCED COURSES

Professional course

The aim of this course is to afford an opportunity for a more extended and complete study of pedagogical principles and their application to special subjects than the time usually allotted in a normal school course allows.

The professional course will give to those of suitable attainments an opportunity to fit themselves to do training work, and to act as supervisors and principals in public schools. The demand for teachers qualified to fill positions of responsibility is quite beyond the present supply.

Graduates of colleges, normal school graduates, and teachers of approved scholarship and successful experience are eligi-

ble to this course upon presentation of evidence showing their fitness to undertake it. The time depends upon the preparation the individual brings to the work. Usually one year is necessary for the completion of the course.

Work will be arranged for individuals according to their requirements.

The advanced courses will begin Tuesday, September 13th.

V CORRESPONDENCE COURSES

In connection with the normal training school at Willimantic, the state board of education offers to the teachers of this state several courses of instruction by correspondence.

Students who enter upon any of these courses will be enrolled as nonresident students of the school and their names will appear in the annual catalogue.

PURPOSE

This nonresidential connection with the normal school is intended for

1 teachers who desire to study a particular subject under direction

2 teachers who wish to prepare themselves to enter the normal school as resident students and complete the course in a shorter time than is regularly required

3 teachers who are preparing for the examination for the state certificate.

PLAN OF WORK

Lesson papers containing assignments of work, references, directions, suggestions, and questions will be sent to the student. By means of these the student prepares the lesson, making use of all available helps. After preparation the recitation paper is written without help, and mailed to the school.

The recitation paper will be read, corrected, and returned to the student with criticisms and suggestions as soon as possible after the paper is received. Another lesson paper will then be sent. Whenever several teachers in the same locality are pursuing the same subject, conferences may be arranged between instructors and students.

In general it is intended that each course shall cover the same ground that is covered by classes in the normal school. The number of recitations in any subject in the courses for resident students may be found by referring to the course of study on page 9. A single lesson in the correspondence courses usually covers the work of several recitations for resident students.

Courses Offered

AMERICAN HISTORY

For the course in American history about forty lessons have been planned. Epochs of American history — *The colonies*, *The formation of the union*, *Division and reunion*,— published by Longmans, Green & Co., are used as outlines. Each lesson gives a list of references on the topics assigned and is so planned as to require a considerable amount of reading beyond the limits of the text-book.

CIVIL GOVERNMENT

The course in civil government will consist of thirty-two lessons on the following topics

1 Origin and necessity of civil government ; patriarchal and tribal governments ; development of monarchy and of popular governments

2 Hebrew legislation — its salient points ; influence on modern legislation

3 The Greco-Latin peoples — institutions developed by them ; their influence on modern legislation

4 The blending of the civil customs of Southern Europe with those of the Teutons

5 The development of civil government in England so far as it affects that in the United States

6 The transplanting of English civil institutions to the American colonies

7 The development of civil government under colonial conditions

8 Modifications and changes made necessary by the assumption of sovereignty in the United States

9 Development of a century of sovereignty

10 Special study of civil government of Connecticut

11 Outlines and suggestions for course of civil government in public schools

DRAWING

Instruction in drawing will be given along the following lines: design; drawing from nature; perspective. The regular course will consist of about twenty lessons. After the completion of this work, students may continue with special work according to their individual needs.

ELEMENTARY ENGLISH

The correspondence work in elementary English consists of about forty lessons, equivalent to twenty weeks' work in the normal school. The course includes work in punctuation, capitalization, paragraphing, sentence construction, use of dictionary, writing of simple descriptions and narratives, letter-writing, and a review of some parts of English grammar.

GEOGRAPHY

The correspondence course in geography will consist of about forty lessons. The resident course requires four recitations a week for twenty weeks. The outline which follows is the same for both resident and nonresident students.

Map Work — Practice in map reading for direction, distance, comparative size, latitude and longitude, and time

Map making — plan of school room, of school grounds; a bird's-eye view compared with a map; converting bird's-eye views and landscapes into maps; contour maps; sections; relief models or maps; discussion of media for making relief models; teaching value and order of use of ordinary, relief, and contour maps; map projection

The Earth as a Whole — Brief review of form, size, position, and motions of the earth

Views of the ancients

Magnetism of the earth; making a compass; temperature of the earth; volcanoes and their effects

The Parts of the Earth — 1 The land — general relief of the continents; effects of relief; relief forms in detail; relief of Connecticut; structure and origin of relief; composition of the earth; soil

2 The water — underground water, its source and effects; rivers and their work; lakes; glaciers; glacial action in Connecticut and elsewhere and its relation to human affairs; the sea, its movements and effects

3 The atmosphere — its movements and effects; climate and weather

LITERATURE

The work in literature consists of about forty lessons. This year the works studied are Julius Caesar, The merchant of Venice, The vision of Sir Launfal, Rhoecus, Silas Marner, The talisman, and some of the shorter poems of Browning, Wordsworth, and Tennyson.

PENMANSHIP

The course in penmanship consists of eight lessons. The purposes of the course are

1 to improve the teacher's handwriting
2 to bring about better instruction in penmanship
3 to improve the results obtained from pupils.

All work sent in is corrected and returned.

Hints are given on the following topics

Teaching beginners
Introducing pen and ink
The writing lesson
Movement and rapidity

With every alternate lesson teachers send in a specimen of the writing of each pupil under their instruction. Directions are then given for correcting the pupil's faults.

PHYSICS

The course in physics is elementary. It consists of thirty-two lessons and deals with such common phenomena as are necessary to an understanding of what is commonly called physical geography.

A box containing necessary apparatus together with several books is sent prepaid to each student with the first lesson. This must be returned when the work is completed.

The following is a list of the lessons and their subjects

1–3 Some effects of heat on solids
4 Some effects of heat on water
5–6 Some effects of heat on air
7–8 How heat is transferred
9 A peculiarity of water
10 How heat is transferred by means of water
11–12 How heat is transferred by means of air
13–14 Melting ; freezing
15 Vaporization
16–17 Condensation
18–19 Latent heat ; storms
20–21 Sources of heat
22 Nature of heat
23–24 Radiation
25–26 Pressure in liquids
27 Buoyancy
28 Suspension ; relation of surface to volume
29 Specific gravity
30 Some physical properties of air
31 Barometer ; pump
32 Summary

ADMISSION

Any person over eighteen years of age engaged in teach-

ing in any public school in this state may be admitted to the correspondence courses. Entrance blanks will be sent upon application to the principal.

CREDIT

Nonresident students will receive credit for courses satisfactorily completed. After completing a number of nonresident courses equivalent to one year of resident work, students will be admitted to the senior class of the Willimantic normal school.

The normal school diploma will be granted to all who satisfy the requirements of the training department.

RESIDENT PRACTICE

The practice teaching, for which all other work is preparatory, requires residence at the school and is given only under supervision in the public schools connected with the normal school.

The study of method, consisting of observation of teaching and discussion of principles, cannot be undertaken by nonresident students.

For further information, address the principal.

GENERAL INFORMATION

AIM OF THE SCHOOL

The purpose of the normal school, as set forth in the law, is to train teachers "in the art of instructing and governing in the public schools of the state."

To train teachers to teach effectively is the aim which the school endeavors to keep most prominently in view. All other considerations yield to this.

LENGTH OF COURSE

The general course is planned for two years, and may be taken in that time by those whose preparation permits. Those unable to do the required work in that time will remain in the school longer. A good preparation in English is essential. Those who are deficient in this respect cannot expect to complete the course in two years.

ADMISSION TO ADVANCED STANDING

Pupils will be allowed to omit any subjects in the course upon satisfactory evidence of thorough scholarship in these subjects. Special examinations will be given upon application after entrance to the school.

Students who can present a pass card showing that they have passed the state examination in civil government will be excused from that subject.

Time gained by passing subjects on examination may be devoted to special work either in subject matter or in training.

Provided sufficient time can be gained in the manner described, the course may be completed in less than two years. This is, however, generally quite impracticable for those who enter with only such preparation as is usually afforded by high schools.

SPECIAL TRAINING

Graduates of normal schools who desire further training, but who cannot spend a year in the professional course, will be admitted at any time for a partial course of twenty weeks. During this time special attention will be given to the practical side of the work.

METHODS OF INSTRUCTION IN COMMON SCHOOL SUBJECTS

In the teaching of method, attention is given principally to reading, language, and arithmetic. The course consists of observation of class work with children, followed by discussion of the work observed.

The aims are to give the students an opportunity to come into sympathy with child-life, to observe the way the child's mind works in perceiving and appreciating the subject presented, and to consider what is to be taught in connection with the given subject and how to teach it.

Arithmetic — The study of method in arithmetic consists of observation of teaching followed by discussion based upon work seen. Some of the topics considered are as follows

What a child knows about numbers when he enters school

How and where he gets his number ideas

The use he makes of number relations

How to proceed with a course of study adapted to the child's development.

Reading — Methods in reading include the following topics

What reading is; its importance; its relation to language

Steps in teaching a child to read.

Character and amount of matter for early lessons

Preparation of reading lessons for all grades

Books adapted to different stages of advancement

How to read intelligently and intelligibly.

PRACTICAL TEACHING

There are, at present, twenty-one schools, including kindergartens, available for purposes of observation and training. The practical work required in these schools constitutes a most important feature of the course.

The order of work in the general course is as follows

1 study of subject matter

2 directed observation of work in all grades of model and training schools

3 teaching in public schools daily for five months.

Observation means much more than merely visiting schools. It has an important place on the program throughout the course. Students are expected to prepare the lessons observed in order that they may observe more intelligently. Written reports and conferences follow the observation.

Completion of the first two lines of work enumerated precedes the practice-teaching. Before beginning this part of the course the pupil has seen more of common schools and has received far more in the way of professional preparation than three-fourths of the teachers who every year begin teaching in the public schools of this state; but in addition to this, half a year of teaching in the public schools of the town under competent supervision must be satisfactorily completed before a diploma can be granted.

Each student is assigned to a class and is responsible for the teaching and management for the given term.

Daily conferences held immediately after the close of the afternoon session afford an opportunity for discussing principles in the light of experience, and for giving helpful suggestions, encouragement, and inspiration.

Teachers in training are required to observe the same hours as teachers regularly employed.

SECURING POSITIONS

While no guarantee can be given that positions will be found for graduates, all possible assistance is rendered.

LIBRARY

The library is one of the most valuable laboratories connected with the school. It contains over six thousand volumes, and as these have been selected to meet the requirements of the school it is especially valuable as a working library. There are duplicates of books in frequent demand. Students have freest access to the shelves.

The privileges of the library are extended by mail without charge to graduates teaching in this state.

GYMNASIUM

A physical examination of all pupils is made at the beginning and at the end of the junior year.

All pupils are required to wear gymnasium suits while at work in the gymnasium.

Those who prefer to make gymnasium suits before entering the school can obtain directions by writing to Miss Jennie E Chapin, director of gymnastics.

The cost of suits made to order at the school is about $3.50.

VISITORS

All departments are open to visitors interested in education. Teachers from schools of the state are especially welcome.

Teachers may arrange to spend several days or weeks at the school, and to such every attention will be shown.

THE DEMAND FOR TRAINED TEACHERS

The normal schools cannot supply the demand for trained teachers. Many towns and districts in the state employ, so

far as possible, only trained teachers. The demand made upon the school for teachers is about twice as great as the supply.

There is ample encouragement for college graduates and others of liberal education to prepare themselves for teaching by taking the professional course.

This survey shows that this school, with its instructors, its collection of books and apparatus, its activity in progressive teaching, its gratuitous instruction, is able to offer decided advantages to all who intend to be teachers.

It is a mistake to suppose that it is well to teach a year or two before coming to the normal school. The purpose of the normal school is to protect children from inexperienced teachers. The normal school, however, has much to offer to teachers who have had long and successful experience.

This school intends to be in accord with the spirit of progress. It has in mind particularly the interests of the children of the state, and it is perfectly willing to break with precedent for the sake of providing the commonwealth with good teachers.

EXPENSES

Willimantic is a city of about ten thousand inhabitants. Railroads from six directions enter the city, making it easy of access from all parts of the State.

The advantages of the school are offered free to all who declare their intention to teach in the common schools of this state.

Necessary text-books are provided without charge. Pupils are advised, however, to purchase certain reference books.

The attention of persons of limited means is especially called to the fact that the expense of living in Willimantic is materially less than in cities of larger size.

The average cost of board and washing is about $3.50 a week where two occupy the same room. The total average cost per pupil, not including the amount paid for clothing and traveling, is thus less than $200 per year. Some do their own housework and reduce the expense of board to one-half or two-thirds the sum named above.

Comfortable rooms and good board can be secured after students arrive in Willimantic. The principal will assist newcomers in finding boarding places. Those desiring such assistance are advised to write to the principal as early as possible.

GRADUATION

Pupils are excused when they have satisfied the requirements of the school. Diplomas are presented at the close of the summer term only.

Diplomas are awarded to those who

1 have throughout the course maintained a standard of conduct befitting a teacher

2 have attained the required standard of scholarship in every prescribed subject

3 have exhibited a fair degree of skill in teaching and governing children.

Students at the normal-training school will receive no diplomas of graduation until they have passed the state examination and secured at least an elementary certificate.

Whenever the faculty of any of the normal schools are not satisfied that a student who has completed the prescribed course can both teach and manage, a diploma will not be granted until such student has given sufficient evidence to the faculty that the required standard both in teaching and management has been attained. The probationary period will not be less than one year.

The normal school teachers are authorized to visit the schools and observe the teaching and management of graduates of their respective schools and to nominate to the state board of education as candidates for honor state certificates those who have taught successfully not less than one year and who show marked excellence, both in teaching and management.

STATE CERTIFICATE

Candidates for the state certificate who have satisfied the requirements of the school will be excused from writing preliminary papers on recommendation of the principal. Everyone must demonstrate ability to keep a register correctly.

GRADUATES

JUNE 19, 1903

Barry, Annie Frances	*Norwich*
Bennett, Anna Casleu	*Hartford*
Billings, Lucy	*Stonington*
Bitgood, Helen Sara	*Voluntown*
Brown, Bessie	*Moosup*
Crawford, Isabel Madeline	*Norwich*
Donnelly, Frances	*Waterbury*
Dunlevy, Julia T	*South Windham*
Earle, Elizabeth	*New Haven*
Gallup, Bertha Christina	*Willimantic*
Hoxsie, Ellie Elizabeth	*Canterbury*
Hubbell, Muriel F	*Brooklyn, N Y*
Kirker, Hattie S	*Norwich*
Lakin Lora Whitney	*Willimantic*
Little, Harriette May	*Willimantic*
Morris, Sarah L	*Ellington*
Plunkett, Anne Marie	*Norwich*
Post, Julia Louise	*Vernon Center*
Smith, Annie Louise	*Yantic*
Smith, Esther L	*East Haddam*
Stark, Bertha M	*Lebanon*
Thresher, Anna Hayward	*Norwich*
Thresher, Mabel Susan	*Norwich*
Vallette, Edna Vivian	*Willimantic*
Wheelock, Maie Latimer	*Willimantic*
White, Grace C	*Ridgefield*
White, Ruth Mildred	*Putnam*
Whiton, Addie M	*Stafford*
Woodruff, June J	*Niantic*

KINDERGARTEN TRAINING CLASS

Bishop, Katharine T	*Norwich*

LIST OF RESIDENT STUDENTS

Seniors

Name	Town P. O. Address	City Address
Abell, Clara L	*Lebanon*	100 High
Bothwell, Bessie Esther	*Griswold* (*Jewett City*)	40 Pearl
Broder, Eva Lila	*Vernon* (*Rockville*)	265 Prospect
Campbell, Janet Robinson	*New London*	204 Summit
Casey, Frances Loretta	*Windham* (*Willimantic*)	27 Center
Clune, Ellen Gertrude	*Norwich*	
Codding, Almira M	*Killingly* (*Danielson*)	120 Spring
Corrigan, Anna L	*Windham* (*Willimantic*)	228 Jackson
Corrigan, Lillian Hildegarde	*Windham* (*Willimantic*)	228 Jackson
Daly, Anne Frances	*Hartford*	30 Pearl
Daudey, Anna Dorothea	*Colchester*	94 Prospect
Donahue, Hannah Teresa	*Norwich*	100 High
Edgerton, Edna Starr	*Tolland*	84 Windham
Filer, Grace	*Killingly* (*Attawaugan*)	120 North
Fitzpatrick, Clara Cecilia	*Stonington*	194 North
Gordon, Alice Eugenia	*Windham* (*Willimantic*)	142 Quercus Av
Griggs, Florence Lena	*Windham* (*Willimantic*)	42 River
Johnson, Ethel May	*Windham* (*Willimantic*)	36 Windham
Kampf, Mary	*Norwich*	120 North
Kelley, Winifred G	*Naugatuck*	30 Pearl
Kennedy, Ida Jane	*Killingly* (*Dayville*)	30 River
Lillibridge, Maude Evelyn	*Thompson* (*Mechanicsville*)	
Rathbun, Belle Luna	*Colchester*	94 Prospect
Richardson, Ethel E	*Lebanon*	115 Prospect
Stevens, Harriet Fuller	*Windham* (*Willimantic*)	122 Windham
Sweet, Elmira Clarissa	*Windham* (*Willimantic*)	114 Bridge
Williams, Alice Bradley	*Rocky Hill*	30 River

Juniors

Battey, Gertrude L	*Windham* (*Willimantic*)	46 Windham
Brown, Eugenia Miner	*Rutherford, N J*	260 Summit
Browning, Lillie May	*Norwich* (*Norwich Town*)	120 Spring
Burch, Mary Moore	*New London*	325 Prospect
Burleson, May Hallam	*Lisbon* (*Jewett City*)	94 Prospect
Callahan, Mary Elizabeth	*Norwich*	30 Pearl
Campbell, Hattie V	*Griggstown, N J*	260 Summit
Chism, Abigail Byles	*Willington*	196 Church
Church, Eva M	*Chaplin*	90 High
Clark, Edith Florence	*Vernon* (*Vernon Center*)	168 Prospect
Clarke, J Louise	*Putnam*	318 Valley
Colgrove, Caroline M	*Windham* (*Willimantic*)	227 Church

Name	Town P. O. Address	City Address
Connor, Sarah Louise	*Lebanon* (*Willimantic*)	
Donohue, Julia Madelene	*Norwich*	
Driscol, Jennie May	*Franklin* (*Baltic*)	66 Windham
Geisler, Anna M	*East Windsor* (*Broad Brook*)	237 Summit
Godfrey, Ethel Elaine	*Groton* (*Mystic*)	249 Church
Guile, Carrie A	*Preston* (*Preston City*)	94 Prospect
Hammett, Anna May	*Killingly* (*Danielson*)	93 North
Horkey, Carrie	*Willington* (*East Willington*)	251 Summit
Hunt, Florence Idella	*Chaplin*	318 Valley
Keeney, Sylvia Amy	*New London*	46 Windham
Landphere, Lucy Ann	*Groton*	333 Prospect
Lillibridge, Florence May	*Norwich* (*Norwich Town*)	120 Spring
Litchfield, Helen Andrews	*Chaplin*	318 Valley
Merriam, Harriet Eleanor	*New London*	333 Prospect
Murphy, Marguerite	*Putnam*	26 Maple Av
Page, Laura Ellen	*New London*	325 Prospect
Pierre, Nina Minette	*Winchester* (*Winsted*)	46 Windham
Rollinson, Florence Estelle	*Naugatuck*	46 Windham
Shannon, Katheryn T	*Stonington*	245 Summit
Shepard, May L	*Windham* (*Willimantic*)	96 S Park
Spellacy, Martha	*Hartford*	251 Summit
Tracy, Mabel A	*Franklin* (*Yantic*)	120 Spring
Utley, Helen Louise	*Windham* (*Willimantic*)	77 S Main
Van Overstraeten, A M	*Berlin*	204 Summit
Webster, Edith Lillian	*Hyde Park, Mass*	36 Windham
Wells, Florence Margaret	*Windham* (*Willimantic*)	
White, Sadie P	*Pomfret* (*Pomfret Landing*)	168 Prospect
Whitehead, Mary Evelyn	*Norwich*	46 Windham

Preparatory Class

Bentley, Annie L	*Stonington* (*Old Mystic*)	30 River
Cary, Katherine	*Windham* (*Willimantic*)	19 Prospect
Chandler, Ida Myrtle	*Hampton*	10 Pearl
Chandler, Minnie E	*Hampton*	10 Pearl
Frink, Gertrude	*Stonington* (*Old Mystic*)	260 Summit
Harding, Florence L	*Lyme*	30 Pearl
Hogan, Mary J	*Stonington*	245 Summit
Moriarty, Mary	*Chatham* (*E Hampton*)	181 Lewiston Av
Mulligan, Rosalyn A	*Windham* (*Willimantic*)	48 Ash
Sardam, Anna M	*Norfolk* (*West Norfolk*)	30 Pearl
Swindells, Sara Ellen	*Windsor Locks*	260 Summit
Thorpe, Estella Miriam	*Stonington*	251 Summit
Wilson, Flora	*Chaplin*	90 High

Kindergarten Training Class

Name	Town P. O. Address	Home Address
Page, Helen I	*Plainfield*	260 Summit

SPECIAL STUDENTS

Name	Town P. O. Address	Home Address
Hatch, Annie W	*Provincetown, Mass*	84 Windham
Irving, Helen G Willimantic Normal, '00	*Groton* (*West Mystic*)	
Lathrop, Mabel Willimantic Normal, '01	*Windham* (*Willimantic*)	18 Hewitt
Post, Julia Louise Willimantic Normal, '03	*Vernon* (*Vernon Center*)	21 Park
Walker, Ruth Naomi Mt. Holyoke, '03	*Stafford* (*Stafford Springs*)	318 Valley
White, Ruth Mildred Willimantic Normal, '03	*Putnam*	21 Park

ATTENDANCE BY TOWNS

Thirty-two towns are represented, as follows:

Berlin	1	Norfolk	1
Chaplin	4	Norwich	8
Chatham	1	Plainfield	1
Colchester	2	Pomfret	1
East Windsor	1	Preston	1
Franklin	2	Putnam	3
Griswold	1	Rocky Hill	1
Groton	3	Stafford	1
Hampton	2	Stonington	6
Hartford	2	Thompson	1
Killingly	4	Tolland	1
Lebanon	3	Vernon	3
Lisbon	1	Willington	2
Lyme	1	Winchester	1
Naugatuck	2	Windham	16
New London	5	Windsor Locks	1
Total,			83
Other States: Massachusetts	2		
New Jersey	2		
			4
			87

ATTENDANCE BY COUNTIES

Counties	Students	Towns
Hartford	6	5
New Haven	2	1
New London	33	11
Windham	32	8
Litchfield	2	2
Middlesex	1	1
Tolland	7	4
	83	32

LIST OF NONRESIDENT STUDENTS

(Enrolled Dec. 1, 1903)

Name	Teaching Address Town P. O. Address	Home Address
Bacon, Fannie E	*Middletown*	Middletown
Bates, Helen C	*Plainville*	West Cheshire
Bennett, Florence M	*Norwich*	Norwich
Bliss, Mary Alice	*East Hartford* (*Hockanum*)	Hockanum
Bolles, Jennie J	*Windsor* (*Rainbow*)	Hartford
Booth, Edna B	*Monroe* (*Stepney Depot*)	Stepney Depot
Brennan, Ella May	*Cheshire*	Cheshire
Buell, Alice E	*Bristol*	Torrington
Clark, May Louise	*East Hartford*	Colchester
Clarke, E Mabelle	*Putnam*	Putnam
Corrigan, Margaret M	*Darien* (*Noroton Heights*)	Noroton Heights
Curran, Catherine	*New Milford* (*Gaylordsville*)	Hartford
Decker, Mary E	*Danbury*	Danbury
Driscoll, Anna M	*Montville*	Montville
Egan, Mary L	*Hartland* (*West Hartland*)	Quincy, Mass.
Feley, Marie R	*Granby*	West Hartland
Hibbard, Eunice C	*Woodstock*	North Woodstock
Knouse, Sara L	*Essex* (*Center Brook*)	Deep River
Lewis, Carrie E	*Watertown*	Watertown
Marsh, Ida J	*New Milford*	New Milford
Medbery, Abbie L	*Plainfield*	Danielson
Miller, Elizabeth R	*Waterbury*	Waterbury
Morrissey, Nellie F	*Burlington*	Unionville
Niver, Alice U	*Waterbury*	Waterbury
O'Brien, Margaret A	*Norwich*	Norwich
Partrick, Sarah W	*Westport*	Norwalk
Phelps, May Caira	*Vernon* (*Rockville*)	Rockville
Reed, Margaret A	*Thomaston*	Georgiaville, R I
Ross, Eloise C	*Groton*	Noank
Russell, Irene S	*Norwich*	Norwich
Scott, Georgianna	*Washington* (*Washington Depot*)	New Haven
Sherman, May Belle	*Norwich*	Norwich
Smith, Ella T	*Waterbury*	Waterbury
Terry, Celia G	*Bridgeport*	Bridgeport
Thomas, Augusta M	*Windham* (*South Windham*)	Willimantic
Tracy, Mabel A	*Franklin* (*North Franklin*)	Yantic
Wells, Sara M	*Waterford* (*Millstone*)	Poquonoc Bridge
Wheeler, Edna	*Monroe* (*Stepney*)	Fairfield
Whitmore, Lena A	*Haddam* (*Higganum*)	Higganum
Witter, Abigail L	*Eastford* (*Phœnixville*)	Brooklyn
Wood, Jennie D	*Meriden*	Meriden
Wunderlich, Rebecca	*Newtown* (*Sandy Hook*)	Sandy Hook

ATTENDANCE BY TOWNS

Thirty-four towns are represented, as follows:

Bridgeport	1	Montville	1
Bristol	1	New Milford	2
Burlington	1	Newtown	1
Cheshire	1	Norwich	4
Danbury	1	Plainfield	1
Darien	1	Plainville	1
Eastford	1	Putnam	1
East Hartford	2	Thomaston	1
Essex	1	Vernon	1
Franklin	1	Washington	1
Granby	1	Waterbury	3
Groton	1	Waterford	1
Haddam	1	Watertown	1
Hartland	1	Westport	1
Meriden	1	Windham	1
Middletown	1	Windsor	1
Monroe	2	Woodstock	1
Total			42

ATTENDANCE BY COUNTIES

Counties	Students	Towns
Hartford	8	7
New Haven	5	3
New London	8	5
Fairfield	7	6
Windham	5	5
Litchfield	5	4
Middlesex	3	3
Tolland	1	1
	42	34

SUMMARY

Graduates, 1903		30
Senior Class	27	
Junior Class	40	
Preparatory Class	13	
Kindergarten Training Class	1	
Special Students	6	
Whole number of resident students	87	
Nonresident students	42	
Whole number enrolled in Normal Department		129
Pupils in Model and Training Schools		460

This Certifies

That of

is a graduate of a years course in the

high school, and that she is a suitable person in character, talents, and attainments to be received as a pupil in the state normal school at

Principal

_____ 190

UNIVERSITY OF ILLINOIS-URBANA
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